

At-Turats*Jurnal Pemikiran Pendidikan Islam*journal homepage: <http://jurnaliainpontianak.or.id/index.php/atturats>**LANGUAGE LEARNING STRATEGIES IN LEARNING SPEAKING****Dewi Ismu Purwaningsih***English Education Study Program of Universitas Nahdlatul Ulama Kalimantan Barat,
Pontianak 78243, Indonesia**e_mail: dewi.ismu.p@unukalbar.ac.id***ABSTRACT**

Strategi pembelajaran bahasa adalah alat untuk membantu mahasiswa dalam belajar bahasa Inggris. Strategi ini adalah salah satu cara untuk membantu mahasiswa dalam mengatasi permasalahan berbicara dalam bahasa Inggris. Mahasiswa sebaiknya mengetahui jenis strategi pembelajaran bahasa dalam berbicara bahasa Inggris untuk membantu mereka belajar bahasa dengan cara yang lebih baik. Penelitian ini memiliki dua tujuan yaitu untuk mengetahui strategi pembelajaran bahasa yang digunakan oleh mahasiswa Pendidikan Bahasa Inggris FKIP UNTAN semester 3 dalam belajar berbicara dalam bahasa Inggris, mengetahui frekuensi penggunaan strategi pembelajaran bahasa yang digunakan oleh mahasiswa Pendidikan Bahasa Inggris FKIP UNTAN semester 3 dalam belajar berbicara dalam bahasa Inggris, dan memberikan saran untuk meningkatkan penggunaan strategi pembelajaran bahasa kepada mahasiswa yang memiliki tingkat penggunaan strategi pembelajaran bahasa yang masih rendah. Sesuai dengan tujuan penelitian, penelitian ini menunjukkan bahwa penggunaan strategi pembelajaran bahasa Inggris oleh mahasiswa berada pada tingkat medium dengan skor rata-rata 3,05. Data menunjukkan bahwa dalam menggunakan strategi pembelajaran bahasa terdapat 10 mahasiswa yang memiliki frekuensi tinggi (20%), 31 mahasiswa dengan tingkat penggunaan strategi sedang (62%), dan 9 mahasiswa yang memiliki tingkat penggunaan strategi yang rendah (18%). Dari enam strategi pembelajaran bahasa, ditemukan bahwa strategi kognitif merupakan strategi dengan tingkat penggunaan paling tinggi dengan skor rata-rata 3,71. Selanjutnya, strategi kompensasi menduduki peringkat yang kedua dengan skor rata-rata 3,29. Ranking ketiga yaitu strategi afektif dengan skor rata-rata 3,18. Ranking keempat dan kelima secara berurutan yaitu strategi metakognitif dengan skor rata-rata 3,01 dan strategi mengingat dengan skor rata-rata 2,52. Terakhir, strategi terakhir dengan skor terendah yaitu 2,47 adalah strategi sosial.

Kata kunci : strategi pembelajaran bahasa, strategi berbicara, pendidikan bahasa Inggris.

INTRODUCTION

In English Education Study Program of Teacher Training and Education Faculty (FKIP) Tanjungpura University (Untan), English is used as the main medium of instruction of any subject. The students of English Education Study Program are being educated to be English teachers and must master the four skills namely speaking, listening, reading and writing. Moreover, they have been demanded tasks such as reading the material in books, analyzing the

poem or novel, listening what teacher said, writing an essay and speaking in English. Their main goal in their study is to be competent in English and to be good in communicating in English. One of the factors that affects learner's success in language learning is language learning strategies. Language learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning.

Speaking is one of the basic subjects in English education study program which is lectured in the first until fifth semester. The speaking class demands the students to be more active in participation in the class. The students are hoped to be able to conduct oral communication. Nevertheless, English is not the first language of students in English Education Study Program. The students, especially the third semester students of English Education Study Program have faced some problems in learning to speak in English, such as they are ashamed to start communication in English, they feel afraid of making mistakes in pronunciation, grammar, or word order, they have limited vocabulary, or they can not speak fluently. Some of them are less active in teaching learning process and have not performed well in English. This situation makes students become passive in study.

Some students practice the language in the classroom when the lecturing takes place. When they are outside, they rarely try to communicate with other students using English. Some of them do not have English study club as a place to practice language. These are phenomena which writer has seen during her observation and experience at the English Education Study Program. To cope with these condition, the students should be aware what appropriate strategies to apply in order to improve their learning in speaking. One of the factors that affects learner's success in language learning is language learning strategies.

Language learning strategies are one of the variables that effect on how individual learners approach in language learning and related to the success of language learning.¹ Language learning strategies are divided into six groups as Oxford cited in Hawkins (2001), there are cognitive strategies, metacognitive strategies, memory-related strategies, compensatory strategies, affective strategies, and social strategies.²

The writer was interested in this research because the language learning strategies are very important to be known and employed by the students. When students begin to understand their own learning processes, they tend to take more responsibility for their own learning to improve the successful of language teaching learning process. They should know that language learning strategies can influence their achievement.

In this research, the writer took a sample of the third semester students of English Education Study Program. The reason of taking sample of these students was the third semester students of English Education Study Program have been already studying in this program for a year and realizing that studying in university is different to their previous school. They should become independent learners and have their own strategies to learn. It is useful to recognize language learning strategy because no single set of strategies will be appropriate for all learners. Students need to learn how to apply strategies

¹ Oxford, R. L. (2003). *Language Learning Styles and Strategies: an Overview*. Retrieved November 13, 2009 from <http://web.ntpu.edu.tw/-language/workshop/read2.pdf>

² Hawkins, B. (2001). *Teaching English as a Second or Foreign Language Third Edition*. United States of America : Heinle & Heinle.

according to what actually work for them in order to face their problem in learning speaking. This strategy makes them to be successful in learning speaking in English.

RESEARCH METHOD

This research used descriptive method. Population of this research was the third semester students of English Education Study Program of FKIP Untan Pontianak who take Speaking Class in academic year 2010/2011. The number of population is 50 students which are divided into two class of speaking, they are class A and class B. The writer took all of the students as the sample of this research, because the number of the students is less than 100. To collect the data, the researcher used questionnaire. Tool of data collecting that used in this research is questionnaire of Language Learning Strategies in Learning Speaking. It is Likert Scale. In Likert Scale, the answering items have gradation from negative to positive answer. By administering Likert Scale, that generalize the result of the research, it will be easier to answer the research questions in a conclusive way. In this research, Likert Scale used in the questionnaire of language learning strategies in learning speaking. Questionnaires for Language Learning was to identify the language learning strategy employed in learning speaking. It has 36 items grouped under 6 parts.

³ Griffiths, C. (2003). *Language Learning Strategy Use and Proficiency : The relationship between Patterns of Reported Language Learning Strategy (LLS) Use by Speakers of Other Languages (SOL) and Proficiency with Implications for the Teaching/Learning Situation*. Auckland : University of Auckland. Retrieved

To enable the writer to conduct the research systematically, the procedure of collecting data were distributing the questionnaire of language learning to the students, monitoring the students when they fill the questionnaire and making it clear if they have a question on it, and tabulating the students' answer of questionnaire.

The procedure of data analysis were as follows.

- a. Scoring the student's response on the language learning strategies based on Likert scale type that is used by Oxford in Griffith (2003).³ The response options represents the degree of agreement as shown below in table 1.

Table 1
Students' response of questionnaires

Score (n)	Scale
1	Never or almost true of me
2	Usually not true of me
3	Somewhat true of me
4	Usually true of me
5	Always or almost true of me

Oxford cited in Griffith (2003)

- b. Calculating the frequency of language learning strategy use based on average analysis cited from Naimie, Zahra and Akram Naimie (2007, p. 6).⁴

November 13, 2009 from
<http://researchspace.auckland.ac.nz/bitstream/handle/2292/9/02whole.pdf?sequence=6>

⁴ Naimie, Z and Akram N. (2007). *Field Dependent Students Language Learning Strategies Preference*. Retrieved November 13, 2009 from
http://eprints.um.edu.my/888/1/FP053__Za

Table 2
Average analysis

Qualification	Description	Range Score
High	Always or almost always used usually used	4.5 – 5.0 3.5 – 4.4
Moderate	Sometimes used	2.5 – 3.4
Low	Generally not used	1.5 – 2.4

Adopted from Naimie, Zahra and Akram Naimie (2007, p. 6)

To analyze this data, the writer used *mean* formula adapted from Sugiyono (2009, p. 49).

$$Me = \frac{\sum x_i}{n}$$

Notes :

Me = mean

$\sum x_i$ = total score of language learning strategy choice by a student

n = total number of the question

- c. Analyzing the score of student's language learning strategies used.
- d. Concluding all the findings.
- e. Giving feed back to the students. The students who have low frequency in language learning strategies was given the suggestion to raise their strategies.

FINDING AND DISCUSSION

1. Research finding

a. Analysis on student's learning strategy

To analyze students' score in using language learning strategy in speaking, the writer distributed the questionnaire of language learning. The questionnaire was distributed to 50 students of third semester who take speaking class. It was distributed on January 19, 2011 in class A and January 21, 2011 in class B. The questionnaire consist of 36 items and divided into 6 parts. Each item represents a statement of strategy that students used when they are learning speaking.

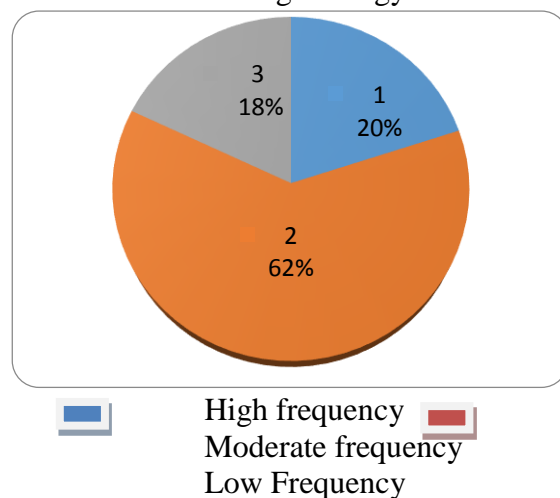
Based on the results of analysis, it was indicated that the mean score of the students' language learning strategies use is 3.05 which category of strategies is moderate use. In the six categories of language learning strategies, the result indicated using *cognitive strategy* was the most dominant with the mean score 3.71. *Compensation strategy* ranked the second with a mean score 3.29. The strategy with the mean score 3.18 was *affective strategy* which is in third place. The fourth and fifth ranked was taken by *metacognitive strategy* with a mean score 3.01 and *memory strategy* with a mean score 2.52. finally, the least strategy used was *social strategy* with the lowest mean score 2.47 (see table 3).

Table 3
Language learning strategies used of the students

RANK	LANGUAGE LEARNING STRATEGIES	MEAN
1	Cognitive Strategy	3.71
2	Compensation Strategy	3.29
3	Affective Strategy	3.18
4	Metacognitive Strategy	3.01
5	Memory Strategy	2.52
6	Social Strategy	2.47

In order to find out the specific language learning strategies in learning speaking that used by the students, this research reported the frequencies language learning strategies based on a scale of language learning strategies' qualification. Based on table 3, the students were categorized to three categories, they are low frequency of language learning strategies use, moderate frequency of language learning strategies use, and high frequency of language learning strategies use. Mean score that lies between 1.5 – 2.4 categorized as low frequency, 2.5 – 3.4 categorized as moderate frequencies, and 3.5 – 5.0 categorized as high frequency. The data proved that they are 10 students with high frequency, 31 students with moderate frequency, and 9 students with low frequency of language learning strategies. In percentage, high frequency of language learning strategies is 20%, moderate frequency is 62%, and low frequency is 18% (see figure 1).

Figure 1
Percentage of students who use Language Learning Strategy



b. Analysis on frequencies of students' language learning strategies

The finding of the frequencies in using language learning strategies in learning speaking was conducted to identify the frequency of learning strategies use by the student. Belows are the frequency of each student in using language learning strategies.

1) Memory Strategy

In memory strategy, there were 23 students categorized low frequency (46%), 22 students categorized moderate frequency (44%), and 5 students categorized high frequency (10%).

2) Compensation strategy

It was found that 5 students had low frequency in compensation strategy (10%), 27 students had moderate frequency in compensation strategy (54%), and 18 students had high frequency in compensation strategy (36%).

3) Cognitive strategy

It was found that 34 students of high frequency in cognitive strategy(68%), 15 students of moderate frequency in cognitive strategy (30%), and only 1 student in cognitive strategy who have low frequency (2%).

4) Metacognitive strategy

The finding showed that 18 students used metacognitive strategies in high frequency(36%), 20 students in moderate frequency (40%), and 12 students in low frequency (24%).

5) Affective strategy

They were 11 students in low frequency of affective strategy used (22%), 22 students in moderate frequency of affective strategy used (44%), and 17 students in high frequency of affective strategy used (34%).

6) Social strategy

It was found that there were only two categories, there were low frequency and moderate frequency. Low frequency of social strategy were 23 students (46%), and moderate frequency of social strategy were 27 students (54%).

2. Discussion

Seeing the result of data analysis, it is known that the level of strategy used in learning speaking of the third semester student of English Education Study Program of FKIP Untan Pontianak was 3.05. There were 10 students with high frequency (20%), 31 students with moderate frequency (62%), and 9 students with low frequency of language learning strategies (18%). Statistically viewed, this level of strategy is considered “moderate”. It is indicated that they are aware of language learning strategies, but they do not

use learning strategies very frequently. The moderate frequency of language learning strategies are common to be found in the research about language learning strategies in Asian. As Politzer and McGroarty (cited in Griffith, 2003, p. 46) discovered that Asian students showed fewer of the strategies in language learning than Hispanic students did.

The first rank of strategy used in learning speaking was cognitive strategy with mean score 3.71. Cognitive strategy is important in learning a new language. This strategy is varying from repeating, practising the sound of English, and analyzing the language contrastively. The items of memory strategy relate to manipulation and transformation of the target language of the learner and enable learners to understand and produce language in direct ways. In addition, Oxford (1990, p. 43) stated, “Cognitive strategies are typically found to be the most popular strategies with language learners.” Cognitive strategy is practical for language learner to apply it because this strategy is more direct in manipulation of the learning material than the other strategies. It is understandable that the students mostly used this strategy because it leads the students get their knowledge of language practically when using language through learning.

The finding showed that the students practise the sound of English and try to speak like native speaker. It indicates that the students prefer doing some repeating activity as what they see from learning experience. The students were also found to watch TV shows or movies spoken in English. TV shows or movies are resources that students used to get message and give

motivation for learning new language, as Harmer (2001, p. 282) stated that most students show an increased level of interest when they have a chance to see language in use as well as hear it. On the other hand, the least strategy item used by the students is start conversation in English. This finding indicates that the third semester students of English Education Study Program of FKIP Untan learn new language in individual and tend not to learn with the others.

In this strategy, they were 34 students of high frequency, 15 students of moderate frequency, and only 1 student of low frequency. Considering the use of memory strategy as the way to help students to get knowledge about learning speaking, it is needed for the students to have their own strategies. Therefore, the student who has low frequency in cognitive strategy should improve his/her strategy by repeating the lesson, formally practising with sound system, practising naturastically, recombining the sentence, receiving and sending message, analyzing and reasoning the language.

The second rank of strategy used by the students was compensation strategy. It is the way of learners to use some other alternatives to understand the language or to use the language by overcoming the limitations they face in the process of using or learning the language. It is also useful for expert language learners who face problems in using language, do not know know some expressions, or fail to hear something clearly. The finding has shown that the students mostly used strategy is involving oneself in a conversation to a topic which they understand. Students choose the topic order to make sure that the topic is their interest and familiar for them. Selecting the

topic also include the consideration about vocabulary and structure they need in conversation. Students feel comfortable in the conversation that the topic, vocabulary and structure are familiar.

In this strategy, they were 5 students had low frequency, 27 students had moderate frequency, and 18 students had high frequency. Considering the usefulness of compensation strategy for the students who face the problem in learning new language, such as failure to hear something clearly or difficult in expressing the language, it is needed to improve the awareness of using compensation strategy. Improving the compensation strategy used by the students is the students should be guessing intellegently, switching to the mother tongue, getting help, using mime or gesture, selecting the topic, adjusting or approximating the message, coining words, and using synonym.

The third rank of strategy used was affective strategy. The result is different from that found in previous research found by David and Abbas (1991). David and Abbas (1991) cited in Nambiar (2009) discovered that the Indonesian learners tend to avoid affective strategies. It could be assumed that the use of language learning strategies have changed. The students know how to overcome their anxiety when using English by applying affective strategy. This finding related to students problem in speaking, that is, the students feel anxious to build a conversation, but they know how to control their emotions by using deep breathing or laughter before speaking and encouraging oneself to speak English.

In this strategy, they were 11 students in low frequency of affective strategy used, 22 students in moderate frequency of

affective strategy used, and 17 students in high frequency of affective strategy used. Regarding the use of affective strategy to assist learners controlling their emotions when using new language, it is needed to raise the awareness in using affective strategy. The strategies to develop language learning strategy is by using progressive relaxation, using laughter, making positive statements, taking risk wisely, rewarding oneself, listening to students' body when feeling anxious, and discussing feeling with other person.

The fourth rank of strategy used was metacognitive strategy. This type of learning strategy permits the learners to control their own learning. The university student as independent learner should use this strategy frequently to plan, organize, and evaluate their learning,. Though the metacognitive strategy is very important, research showed that students used metacognitive strategy less often than cognitive strategy (Oxford, 1990, p.138). It was found that students learn english by paying attention when someone is speaking in English. It is done by paying attention to particular elements of speech, such as vocabularies, grammar, or pronunciation. Students use this strategy as the resource to learn English.

In this strategy, they were 18 students used metacognitive strategies in high frequency, 20 students in moderate frequency, and 12 students in low frequency. Being aware of the use metacognitive strategy as the way to help learner manage their learning process, it is needed to raise the students' strategy. The strategies to raise students metacognitive strategies is centering students' learning, setting goal and objectives, identifying the

purpose of language task, seeking practise opportunities, self monitoring, and self evaluating.

The fifth rank of strategy used was memory strategy which helps learner to store and retrieve new information. This strategy is useful to overcome the limitation in vocabularies, but the students rarely used this strategy. As the result, they faced difficulties in speaking because of limited vocabularies. The students were found put new English words into a sentence, applying sounds, applying images, and reviewing the lesson. It is found that students are less interested in using memory strategy. In this strategy, they were 23 students who use memory strategy in low frequency, 22 students who use memory strategy in moderate frequency, and 5 students who use memory strategy in high frequency. Regarding with the essential of memory strategy used to develop students remember the language, it is required to raise the awareness of this strategy. The students should improve their strategy by reating mental linkages, applying images and sounds, and reviewing well.

The sixth rank of strategy used was social strategy which involves learning by interaction to the others and help learner understand the cultural understanding of the new language. The students are hoped to be cooperative learners, in fact, the students are less interested in using this strategy and tends to learn in individual. It was found that students are less interested in cooperating with others, empathizing with others, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, and talking with a native-speaking conversation partner. However, they learn the language

through building the concepts of new language by learning the culture of English speaking country.

In this strategy, they were only two categories, low frequency and moderate frequency. Low frequency of social strategy were 23 students and moderate frequency of social strategy were 27 students. It is required to develop the use of social strategy because it leads to learn by cooperative learning as the university need in learning the language. The students should improve their strategy by asking for clarification and verification, asking for correction, cooperating with others, cooperating with proficient users, developing cultural understanding, and becoming aware of other's thought and feeling.

CONCLUSION

Regarding the research findings, it can be concluded that the third semester students of English Education Study Program FKIP Untan Pontianak in academic year 2010/2011 use their own learning strategies in learning speaking. They use overall language learning strategies. Followed is the language learning strategies used by the students based on the rank order.

1. Cognitive strategy
2. Compensation strategy
3. Affective strategy
4. Metacognitive strategy
5. Memory strategy
6. Social strategy

From the rank order of language learning strategies, it can be seen that students dominant strategy used is cognitive strategy. It is indicated that the third semester students of English Education

Study Program are interested to use the strategy that is practical and direct in acquiring knowledge of language. They tend not to learn the language by cooperating with others, as the result, social strategy are less interested strategy used by the students.

The frequency of language learning strategies used by the student in each strategy is categorized from high to low frequency. The high frequency of language learning is taken by cognitive strategy, the moderate frequency are compensation strategy, affective strategy, metacognitive strategy, and memory strategy, and the low frequency is social strategy. In overall, the language learning strategies used by the students is categorized moderate. It is indicated that they are aware of language learning strategies, but they do not use learning strategies very frequently. So, it is needed to raise the student's awareness of using language learning strategies as the tool to assist them learn language better.

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